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ABSTRACT

This guide was designed to provide a sequential art program for grades kindergarten through 12 and to assist teachers and administrators in maximizing the use of available resources. The program also reflects recent trends in art education that encourage the development of understanding and appreciation of art heritage, aesthetic perception and visual thinking, and critical judgment. Participation in creative expression is also encouraged. The essential components of a quality program are detailed in section 1, along with the philosophy, goals, and the roles played by the classroom teacher, art specialist, and administrator. The scope and sequence for kindergarten through sixth grade and course descriptions and objectives for grades 6-12 are presented in sections 2 and 3. Recommended time frame per class, weekly time allotments for elementary art instruction, and recommended course length for grades 6-12 are described in section 4. Guidelines for evaluating student work are discussed in section 5. Supplies and equipment that are required for a quality program are detailed in section 6, and space requirements and specifications for an adequate art facility are provided in section 7. The document concludes with a listing of periodicals and art organizations to help art teachers achieve professional growth and development. (SM)

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PROGRAM GUIDELINES K - 12

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DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

FOREWORD

Now, more than ever before, it is essential that DoDDS consider and take advantage of the potential of the arts in the general curriculum. Throughout history the arts have acted as recorders, predictors, and reflectors of our society. Even though this is not the total role of arts in education, it is, nevertheless, important that we recognize the significance of the arts as motivators, teachers, and developers of each individually unique child. Research in learning and practical experience supports the concept that the arts are basic to the needs and expressions of all children.

We, in education, are indebted to the arts; they aid us in all of our teaching and learning endeavors. They are essential to the creative, intellectual, and physical development of our most important resource--our children.

As Alvin Eurich said in 1969:

> "We cannot tolerate another generation that knows so much about preserving and destroying life but so little about enhancing it. We cannot permit our children to come into their maturity as masters of the atom and of the gene but ignorant and barbarous about the ways of the human mind and heart."

Jerald E. Bloom

Jerald E. Bloom
Acting Director

ACKNOWLEDGMENTS

We extend our appreciation to the art teachers, classroom teachers, administrators, and art coordinators who gave their time, thoughts, and efforts in planning and developing these guidelines.

Special appreciation is extended to Ms. Mynn Lamphier for layout and design work for this document. Artwork used in the design was created by Paula Ennis, a DoDDS junior high school student.

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INTRODUCTION

Visual education is an essential component to a balanced education. Recent developments in the field have broadened the basis of art curriculum objectives which formerly stressed product-oriented activities to a more comprehensive program.

The study of the visual arts now emphasizes the development of an understanding and appreciation of art heritage, development of aesthetic perception and visual thinking, development of critical judgment, as well as the participation in creative expression. Students in DoDDS have an opportunity to live and learn in locations throughout the world which are rich in art history from prehistoric ages through contemporary trends. Masterpieces of art and architecture are easily accessible in the museums and city environments in close proximity to the schools.

The Visual Arts Program Guidelines was developed by DoDDS art teachers, administrators, and art coordinators to provide guidelines for implementing a program reflecting recent developments in art education and providing opportunities for maximum use of the local environments. This publication is designed to provide a sequential art program to grades kindergarten through twelve and to assist teachers and administrators in utilizing the available resources to the maximum.

It is hoped that DoDDS school personnel will refer often to the guidelines outlined here, and that it will assist in developing and maintaining quality art programs for DoDDS students.

QUALITY PROGRAM

PHILOSOPHY

The DoDDS Visual Arts Education Program provides students with quality guidance toward the pursuit of excellence in aesthetic literacy. The Art Education Program represents the highest ideals and realistic endeavors toward perpetuating cultural heritage, maintaining high artistic standards, sustaining well-built facilities for art, and constant attention to eliciting creative potential from all DoDDS students. Art is the very substance by which human beings endure. Observational understanding, spirit, confidence, joy in beauty and discovery, and the meaning of humane existence are lost without it; it is fundamental to both cognitive and effective learning.

It is the intent to instill within the DoDDS students the desire to pursue their curiosities which evolve through exposure to creative experiences. From rudimentary skills to sophisticated exploration, the DoDDS art program follows a thoughtful, systematic, and sequential mode toward the acquisition of artistic knowledge. Art is basic to the educational process; it is a colleague and mentor to all subjects, and it establishes the balance necessary to the education of the whole child.

GOALS

The goals for DoDDS Arts and Humanities are found in DS Manual 2600.1, September 14, 1979. They are as follows:

1. Demonstrate understanding of the arts and humanities.
2. Display appreciation of the arts and humanities.
3. Participate in various forms of artistic expression.
4. Analyze the contributions of the arts and humanities to culture.
5. Evaluate the roles of the arts and humanities.

ESSENTIAL COMPONENTS

FOR QUALITY VISUAL ARTS PROGRAM

A quality art program should include:

- ART CURRICULUM - Conscientious attention to a sequential and developmental adopted art curriculum.
- FACILITY - A facility which lends itself to accomplishment of the art curriculum.
- SCHEDULE - A schedule that facilitates learning on the part of the student.
- RESOURCES - Supplies and equipment that meet minimum needs of the program.
- INTERDISCIPLINARY ACTIVITIES - Art activities which interrelate with other areas of the curriculum.
- COMMUNITY RESOURCES - Utilization of local talent and facilities.
- EXHIBITIONS AND STUDY TRIPS - Visiting local galleries, museums, exhibits, and permanent sites relevant to the art program.
- DISPLAY - Representative exhibits of student work within the school and community.
- MEDIA - Utilization of a broad range of media materials, such as prints, slides, filmstrips, video, and films.
- FESTIVALS - Participation in and contributions to festivals, fairs, and other art activities.
- ARTISTS-IN-RESIDENCE - Regionally contracted or local professional artists working in the schools.
- PUBLIC RELATIONS - Exposure in newspaper, periodicals, video, public meetings, PTSA, open house.
- ANNUAL OPPORTUNITIES FOR PROFESSIONAL GROWTH - Participation by teachers in conferences, workshops, inservice, seminars, meetings, task groups.

THE ELEMENTARY CLASSROOM TEACHER'S ROLE

The elementary classroom teacher:

- Should provide art instruction in accordance with the DoDDS goals and objectives, the K-6 Scope and Sequence, and the adopted materials.
- Is expected to continue, expand, and supplement the art instruction provided by the art specialist if there is an art specialist in the school. Consultation with the specialist is essential.
- Should use his/her expertise and understanding of the grade level curriculum to provide interdisciplinary art experiences for the students.
- Should develop students' awareness of art and architecture in the local community and the host nation.

THE ELEMENTARY ART SPECIALIST'S ROLE

The elementary art specialist:

- Should provide art instruction to the elementary grades and act only as a resource facilitator for kindergarten teachers.
- Utilizes DoDDS guidelines to organize and present a body of knowledge, skills, and a variety of media and techniques based on art fundamentals and elements.
- Provides an avenue to develop mental, creative, perceptive, and social growth through creative action.
- Helps the child respond more fully and react more sensitively to his environment by fostering the development of visual literacy.
- Enhances students' understanding of art and architecture of the host nation.
- Manages and organizes classroom materials, tools, space, and time to promote optimum student working conditions.
- Works with the media specialist to keep art resources current and to suggest new titles for acquisition.
- Experiments with new materials and processes and attends workshops and in-services to maintain professional growth.
- Plans and provides for special populations within the student body.
- Provides opportunities for students' art work to become a visible part of the school and community.

- Works with supply clerk and administration to insure that adequate materials are available.
- Keeps administration and staff informed about the art program.
- Provides information on career opportunities and art as a leisure activity.

THE SECONDARY ART TEACHER'S ROLE

The secondary art teacher:

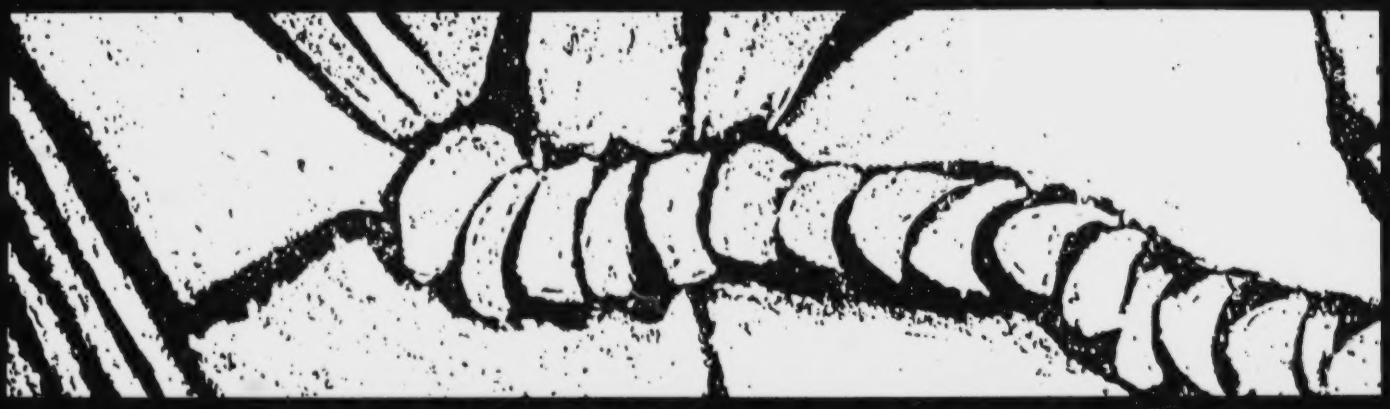
- Organizes and presents a program which focuses upon the four art disciplines: Creative expression, art heritage, critical judgment, and aesthetic perception.
- Provides for the mental, creative, perceptual, and social development of the students through art experiences and action.
- Develops continuing awareness and understanding of art and architecture of the host nation.
- Inform students and parents about the method used to evaluate student progress.
- Organizes the art room for positive and workable management and accessibility to materials and work space for the student.
- Recognizes and provides for special interests, talents, and needs of students.
- Provides career information and helps students research career opportunities.
- Provides recognition of the contemporary art scene within the art program and introduces any new process or material whenever appropriate.
- Works closely with the media specialist to insure that the art resources are kept current.
- Displays students art work in the school and community.
- Works with the administration and with the supply personnel to insure that the needed materials, supplies, and equipment are available to support the art program.
- Recognizes that he/she at some time and in some capacity will be asked to serve as a resource person for school and/or community. This service should be considered in light of any impact upon the art program of the school.

THE ADMINISTRATOR'S ROLE

The administrator:

- Acquaints self with DoDDS art objectives, scope and sequence, and adopted art materials.
- Ensures that the art program conforms to the DoDDS objectives.
- Monitors funding for procurement of equipment and materials with cooperation from the instructional staff.
- Provides a facility to support the art program.
- Supports such aspects of the program as art workshops, study trips, assemblies, exhibits, etc.
- Encourages integration of art across the curriculum.
- Works in conjunction with the art teacher to develop a schedule which facilitates learning on the part of the student.

SCOPE AND SEQUENCE
K - 6



SCOPE AND SEQUENCE
FOR
KINDERGARTEN THROUGH SIXTH GRADE

The art scope and sequence for kindergarten through sixth grade defines four areas of concentration through which the learning outcomes of each grade level are determined:

CREATIVE EXPRESSION deals with the creating of artworks, art vocabulary and skills, and learning about the elements and principles of design.

AESTHETIC PERCEPTION focuses upon awareness, observation, discrimination, and comparison.

ART HERITAGE delineates the expected outcomes of learning about cultures, individual artists, and art masterpieces.

CRITICAL JUDGMENT is the outcome of the learning process that deals with recognizing differences, evaluating, and analyzing.

KINDERGARTEN

SCOPE AND SEQUENCE

CREATIVE EXPRESSION

ELEMENTS OF DESIGN

LINE	Identify and use line types: straight, curved, wavy, zig-zag
COLOR	Recognize and use primary and secondary colors: black, white, and gray
SHAPE	Identify and use basic shapes: circle, square, triangle, rectangle, diamond
SPACE	Utilize all of the picture space
TEXTURE	Identify a variety of textures

PRINCIPLES OF DESIGN

EMPHASIS	Know what the center of interest is in a picture (the most important object/thing)
RHYTHM	Create repeat designs
BALANCE	Recognize balance
CONTRAST	Recognize contrast in light and dark, size, shapes, textures, colors
PROPORTION	Compare sizes

AESTHETIC PERCEPTION

Compare designs in nature

ART HERITAGE

Recognize art as an individual expression. Learn four famous paintings by name; e.g., "Girl with Watering Can" (Renoir), "The Bath" (Cassett)

CRITICAL JUDGMENT

Recognize differences among artworks; e.g., differences in media, differences in two and three-dimensional works, differences in technique.

FIRST GRADE

SCOPE AND SEQUENCE

CREATIVE EXPRESSION

ELEMENTS OF DESIGN

LINE	Identify and use different line directions: vertical, horizontal, diagonal, radiating
COLOR	Recognize and use primary colors to mix secondary colors
SHAPE	Identify and use open and closed, separated and touching shapes
SPACE	Use overlapping shapes and large and small shapes to indicate depth
TEXTURE	Identify and use textures

PRINCIPLES OF DESIGN

EMPHASIS	Use grouping to show emphasis; e.g., groupings of similar shapes, groupings of similar lines, groupings of patterns
RHYTHM	Recognize action in artworks
BALANCE	Recognize balance in artworks through size and shape
CONTRAST	Recognize contrast among similar objects/things
PROPORTION	Use large objects to emphasize an idea

AESTHETIC PERCEPTION

Compare design in nature and man-made objects.

ART HERITAGE

Become aware of art masterpieces. Learn six famous paintings by name; e.g., "Storm on Great Bridge" (Hiroshige), "Mother and Child" (Picasso). Show interest in exhibitions and artists at work.

CRITICAL JUDGMENT

Recognize that line, color, space, shape, texture in artworks can show emotions such as sadness, joy, love.

SECOND GRADE

SCOPE AND SEQUENCE

CREATIVE EXPRESSION

ELEMENTS OF DESIGN

LINE	Identify differences in and use line types: spiral, concentric, parallel, branching
COLOR	Recognize and use warm colors and cool colors. Use black and white to create tints and shades.
SHAPE	Identify and use shapes as symbols.
SPACE	Use more than one base line in a picture.
TEXTURE	Create texture with a variety of tools.

PRINCIPLES OF DESIGN

EMPHASIS	Recognize placement/location as emphasis.
RHYTHM	Recognize rhythm in nature.
BALANCE	Recognize and use radial balance.
CONTRAST	Recognize and use slow and fast movement in artworks.
PROPORTION	Create artworks which show relationships among body parts.

AESTHETIC PERCEPTION

Discover design in unexpected places.

ART HERITAGE

Become familiar with Prehistoric and Primitive Art; e.g., cave paintings and tribal masks. Recognize a few famous paintings and sculptures. Discuss color, line and shapes in famous paintings. Show interest in the artwork of others and interest in artists at work.

CRITICAL JUDGMENT

Recognize the basic design elements and principles in art masterpieces.

THIRD GRADE

SCOPE AND SEQUENCE

CREATIVE EXPRESSION

ELEMENTS OF DESIGN

LINE	Identify and use lines in three-dimensional forms.
COLOR	Recognize and use complementary colors.
SHAPE	Identify and use positive/negative shapes.
SPACE	Use the idea of converging lines to show depth in space.
TEXTURE	Create three-dimensional artworks with rough and smooth textures.

PRINCIPLES OF DESIGN

EMPHASIS	Recognize point of view in sculpture; e.g., from all sides and distances.
RHYTHM	Recognize and use patterns as rhythm/movement in artworks.
BALANCE	Compare weights of design elements in artworks; e.g., large and small shapes.
CONTRAST	Recognize contrast within natural and man-made materials.
PROPORTION	Create an artwork using larger-than-life forms.

AESTHETIC PERCEPTION

Become aware of and discuss art in the home; e.g., furniture, utensils, interior decoration.

ART HERITAGE

Become familiar with Egyptian, Greek, and Roman Art; e.g., "The Parthenon" (Greek), "Dedu and His Wife, Sit-Sobk" (Egyptian), "Winged Victory" (Greek). Develop interest in famous artworks and artists at work. Recognize the art of the host nation.

CRITICAL JUDGMENT

Recognize differences in styles among artists.

FOURTH GRADE

SCOPE AND SEQUENCE

CREATIVE EXPRESSION

ELEMENTS OF DESIGN

LINE	Identify and use lines which express feelings.
COLOR	Recognize and use transparent and opaque colors. Recognize and use monochromatic color.
SHAPE	Recognize and use abstract shapes and form.
SPACE	Use confined and unconfined space; e.g., touching and separated objects.
TEXTURE	Recognize and use texture to express emotions; e.g., prickly textures to create sense of harm or danger.

PRINCIPLES OF DESIGN

EMPHASIS	Compose a picture using an element of design to show emphasis.
RHYTHM	Use repetition of line and shape to create rhythm.
BALANCE	Recognize and use formal balance.
CONTRAST	Use contrast of mood in two-dimensional artworks.
PROPORTION	Create an artwork using gradation of size.

AESTHETIC PERCEPTION

Become aware of and discuss design of tools, utensils, and vehicles of transport.

ART HERITAGE

Become familiar with Medieval and Renaissance Art; e.g., "Pieta" (Michelangelo), "Enthroned Madonna and Child" (Byzantine). Visit local art museums and artists at work.

CRITICAL JUDGMENT

Recognize and discuss the variations in design elements and principles in the artworks of peers.

FIFTH GRADE

SCOPE AND SEQUENCE

CREATIVE EXPRESSION

ELEMENTS OF DESIGN

LINE	Identify and use contour, gesture, and continuous line drawings.
COLOR	Recognize and use various intensities of color. Recognize and use analogous colors.
SHAPE	Use objects to express emotions.
SPACE	Create an appearance of movement in space; e.g., planes flying, people moving.
TEXTURE	Recognize and use differences in tactile and visual textures.

PRINCIPLES OF DESIGN

EMPHASIS	Use detail to show emphasis.
RHYTHM	Use repetition of color and texture to create rhythm.
BALANCE	Recognize and use informal balance.
CONTRAST	Use contrast in three-dimensional artworks.
PROPORTION	Create miniatures in two and three-dimensional artworks (scale).

AESTHETIC PERCEPTION

Become aware of and discuss design in clothing.

ART HERITAGE

Become familiar with American Art; e.g., "Ground Hog Day" (Wyeth), "Breezing Up" (Homer), "American Gothic" (Wood). Demonstrate knowledge of several famous artworks. Recognize artworks and visit artists of the host nation.

CRITICAL JUDGMENT

Recognize and discuss the variations in design elements and principles used in famous artworks.

SIXTH GRADE

SCOPE AND SEQUENCE

CREATIVE EXPRESSION

ELEMENTS OF DESIGN

LINE	Use line to create shading and textural qualities.
COLOR	Recognize and use color as expression of emotion and ideas.
SHAPE	Create an appearance of volume/mass with shading.
SPACE	Use several illusions of depth in one composition; e.g., overlapping, placement of objects, large and small (size).
TEXTURE	Recognize and use gradations of texture.

PRINCIPLES OF DESIGN

EMPHASIS	Create emphasis through use of three-dimensional media.
RHYTHM	Create rhythm through use of three-dimensional media.
BALANCE	Create balance through use of three-dimensional media.
CONTRAST	Identify contrast in artists' styles.
PROPORTION	Use distortion to express a particular idea.

AESTHETIC PERCEPTION

Become aware of and discuss architectural design.

ART HERITAGE

Become familiar with Modern Art; e.g., "Broadway Boogie Woogie" (Mondrian), "Christ Mocked" (Roualt), "Starry Night" (Van Gogh). Discuss the highlights of several famous artists' lives and name some of their artworks. Visit and report on special art exhibitions and artists.
Define architectural styles of the host nation.

CRITICAL JUDGMENT

Discuss basic compositional structure and artists' techniques in famous paintings.

DoDDS APPROVED CURRICULUM MATERIALS

FOR ART AND HUMANITIES

ELEMENTARY

Emphasis Art - Published by Harper & Row; Author: Wachowiak, F.; Teacher resource book for all elementary teachers, K-6.

Art: Meaning, Method, & Media - Published by Benefic Press; Authors: Hubbard, G., and Rouse, M.J.; Student texts and teacher's edition for every grade level, 1-6.

Another Look - Published by Addison-Wesley; Author: Townley, M.R.; Level A for grades 1 and 4; Level B for grades 2 and 5; Level C for grades 3 and 6.

Self-Expression & Conduct - Published by Harcourt, Brace, & Jovanovich; Humanities program for all elementary schools grades, K-2.

JUNIOR HIGH

Art in Your World - Published by Davis Publications; Authors: Brommer, G.F., and Horn, G.; Classroom set for every school with grades 7, 8, and/or 9.

Discovery: Journey through the Humanities - Published by Encyclopedia Britannica; Humanities kits for all schools with grades 7, 8, and/or 9.

SENIOR HIGH

Exploring Visual Design - Published by Davis; Author: Wasserman, B.

Art: Your Visual Environment - Published by Davis; Authors: Brommer, G.F., and Horn, G.

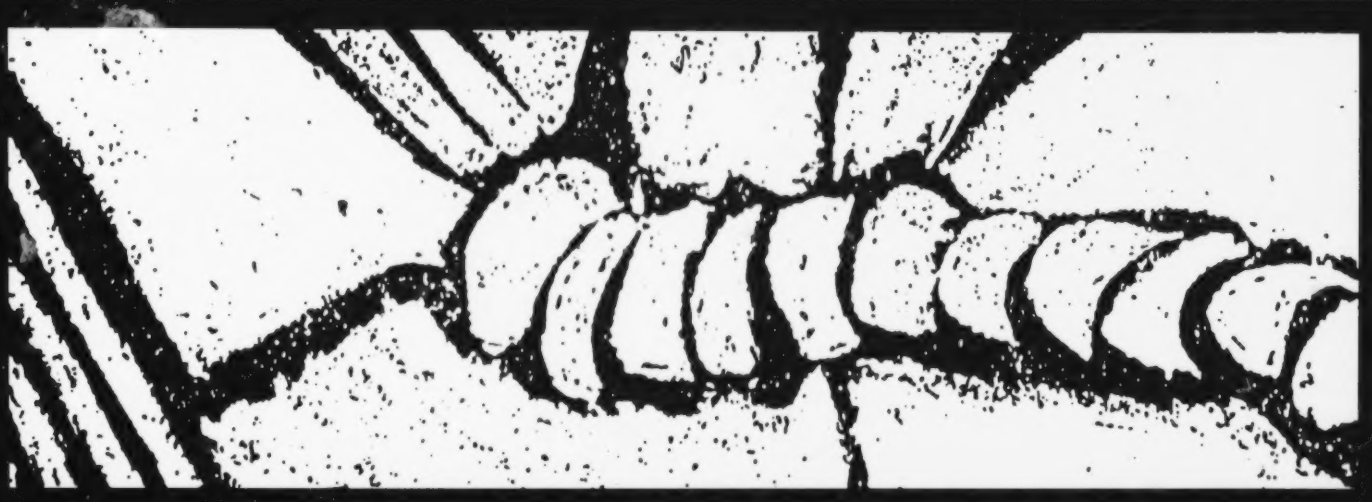
Exploring the Visual Arts - Published by Davis; Authors: Gatto, J., Porter, A.W., Selleck, J.

Elements of Design and Principles of Design - with accompanying posters; Published by Davis.

The Humanities - Published by McGraw-Hill; Authors: Dudley, L., Faricy, A., and Rice, J.G.; Classroom set with student manual and teacher's guide.

Every school should have a set of 64 Art Education Prints with teacher portfolio. Art Education, Inc., Blauvelt, N.Y. 10913.

COURSE DESCRIPTIONS AND OBJECTIVES



DESCRIPTION AND OBJECTIVES FOR COURSES, GRADES 6-8

Given all resources, space, and staffing the following courses would provide the most ideal and comprehensive art program:

SIXTH GRADE

The sixth grade art program should consist of regularly scheduled art classes for a minimum of 90 minutes per week for the full year. The program follows the scope and sequence found in these guidelines and the DoDDS approved texts, Another Look and Emphasis Art. The content of the sixth grade program provides a variety of experiences in media, introduces masterpieces, and includes basic critique guidelines.

Upon completion of grade six, the student should be able to:

- Demonstrate a broadened aesthetic perception of the environment.
- Identify different periods of art and styles of major artists, realizing that an artwork is a reflection of its time.
- Discuss art terms related to principles of art.
- Use the tools which meet the need of art production, try new tools, and develop skills in using them.
- Use new methods to produce art products, both two- and three-dimensional.
- Use acquired knowledge to project feelings and show individual creativity.
- Take complete responsibility for care of tools, materials, and the art room.
- Identify and describe art-oriented careers.

SEVENTH GRADE (Exploratory Art)

An exploratory course in art is recommended for seventh grade to develop essential skills and expand art experiences. A focus on an introduction to the elements and principles of design and art appreciation will be developed through a variety of media which include painting, drawing, sculpture, and printmaking. This course can be offered for a minimum of nine weeks, but eighteen weeks is preferred.

Upon completion of the grade seven art program, the student should be able to:

- Identify several ways in which the visual arts are represented in the working world and in everyday environments.
- Distinguish between fine arts and commercial arts careers.
- Recognize and name various media used in sculpture, painting, and printmaking.
- Describe the elements of art represented in various art forms and in the environment.
- Produce an example of commercial art such as graphic, industrial, or environmental design.

- Produce an example of: a drawing in a personal style; the use of simple spatial concepts such as overlapping planes, scale, and size relationships; the use of three-dimensional materials; and a personal interest expressed in a preferred medium.
- Select an artist and identify characteristics of his/her style.
- Identify events or conditions depicted in specific works such as the use of color and value to depict a time of day.
- Identify the functions of museums and galleries.
- Compare or contrast the sensory qualities of two or more works of art.
- Demonstrate an appreciation for art by respecting the efforts of other students.

EIGHTH GRADE (General Art Elective)

The art course in eighth grade can be offered as a one-semester or full year elective. It provides continuing opportunities for creative expression in a variety of media. Special emphasis is placed on drawing, two- and three-dimensional design, creative crafts, and ceramics. Art appreciation should be included.

Upon completion of the grade eight art program, the student should be able to:

- Compare and contrast geometric and organic designs.
- Identify the design structure in certain natural forms.
- Demonstrate several ways for depicting space.
- Produce works of art in several contemporary media.
- Demonstrate a knowledge of art processes and techniques commonly displayed in art galleries.
- State personal criteria for the selection of a work of art.
- Select works of art, architecture, or crafts that are similar or different in composition.
- Identify a particular set of art works by culture of historical period.
- Recognize that a work of art may reflect subjective feelings.
- Identify the need for an aesthetic environment and several ways in which an individual can develop and maintain such an environment.
- Identify several careers in art.
- Demonstrate the proper care of tools and materials and observe safety precautions in their use.

DESCRIPTION AND OBJECTIVES FOR COURSES, GRADES 9-12

The art program consists of instructional activities which are designed to support the DoDDS art objectives.

Students should attain:

- The development of some of the basic disciplines and skills in the visual arts to be used throughout life for communication, expression, and enjoyment.
- Knowledge of the nature of the visual arts.
- Experience with a wide variety of art forms.
- A perspective for developing his/her own aesthetic criteria and tastes.
- Understanding of the contribution of the arts to human communication.

In order to understand these goals, the art program for grades 9-12 is designed to accommodate the art interests and needs of all students. Courses are elective and may be grouped in two sequences - one for students with broad or general interests in art and another for students interested in a specific art form or category. Students with broad interests may elect fundamentals of art and continue with a series of studio art courses. Other students may concentrate on a single art form in courses like ceramics, sculpture, drawing, painting, printmaking, photography, or creative crafts. Those students interested in exploring careers in applied design may elect commercial art courses.

DESCRIPTION OF PROGRAM, GRADES 9-12

List of courses, grades 9-12

All courses can be offered as one- or two-semester courses.

Fundamentals of Art (Recommended entry course)
Studio Art
Ceramics
Commercial Art
Creative Crafts
Drawing
Painting
Photography
Printmaking
Sculpture
Survey of World Art
Video Arts

Fundamentals of Art

The Fundamentals of Art course is the basic art course which should be the entry course for the art program. It provides instruction in the use of the elements of line, color, texture, shape, and space arrangement in works of art. Students experience exercises in composition of a successfully balanced, rhythmic, unified design through a series of assignments using a variety of two- and three-dimensional art media. Emphasis is on basic techniques of drawing, painting, printmaking, and ceramics.

Upon completion of the Fundamentals of Art course, the student should be able to:

- Recognize and name basic compositional elements in works of art.
- Identify the themes of personally-selected works of art.
- Judge a work of art on the basis of how well it creates an impression or mood.
- Judge a utilitarian object, an advertisement, or a building on the basis of how well it functions or fits within a given context.
- Identify a work of art characteristic of a major style, culture, or historical period.
- Identify works of art in which similar media or forming processes were used.
- Demonstrate knowledge of an artist, an art style, or an art movement.
- Identify visual and structural characteristics of natural and human-made forms as a source of design.
- Formulate reasons for stating that selected works of art have aesthetic merit.
- Develop basic drawing skills.
- Infer relationships between form and function in applied design.
- Associate aspects of architecture with social or technological factors.
- Produce a drawing, a painting, a print, and a sculpture that reflect individual skills, interests, and understandings.
- Produce a work of art that expresses a personal knowledge or attitude about an object, concept, or event.
- Identify tools, media, and materials for making art.
- Identify several methods for depicting space in a painting or print.
- Demonstrate the ability to mix color as needed.
- Describe some of the processes of graphic design, product design, environmental design.
- Demonstrate the safe use and proper care and storage of tools, equipment, and materials.

Studio Art

The Studio Art course can be offered:

- As a one- or two-semester course.
- As a continuing course with rotating units of study in various media.
- As an individualized course for advanced students.

Students who would like to develop some skill in several media would benefit most from this course. The student may concentrate in selected media by choosing activities from a wide range of options: drawing, watercolor painting, acrylic painting, oil painting, sculpture, ceramics, commercial art, creative crafts, lettering, printmaking, and mixed media.

THE ART COURSES DESCRIBED ON PAGES 27 THROUGH 30 CAN BE OFFERED AS UNITS IN THE STUDIO ART COURSE.

Upon completion of the Studio Art course, the student should be able to:

- Produce art works in a selected medium and within specified limitations.

- Demonstrate a knowledge of art by informally discussing the relative merits of peer and professional work.
- Identify several current styles of art.
- Compare works of art that are similar in style.
- Judge a work of art on the basis of how well the artist has utilized a particular medium or process.
- Distinguish between the work of the craftsman and that of the fine artist.
- Use basic art terms when making statements about art.
- Analyze his/her own work in terms of established assessment criteria.
- Describe a work of art in terms of its formal, informal, and expressive elements.
- Identify works for which similar tools, media, techniques, or forming processes were used.
- Demonstrate art processes such as oil and acrylic painting, drypoint, etching, two-color wood block printing, or plaster carving.
- Identify the most effective tools for particular media and processes.
- Demonstrate safe operating procedures for art equipment.

Ceramics

A ceramics course provides the student with a studio-oriented experiences dealing with the study of clay. Students explore the properties of clay through the formation of utilitarian and sculptural forms with an emphasis on form, design, and craftsmanship. The course includes application, kiln management, and an historical overview of the role of ceramics in our culture.

Upon completion of the Ceramics course, the student should be able to:

- Demonstrate the interrelationship of surface treatment to the total apparent form of a ceramic piece.
- Demonstrate additive and subtractive methods of clay forming.
- Produce a series of ceramic pieces that demonstrate the basic methods of construction including footings and appendages.
- Demonstrate the basic methods for applying glaze to ceramic pottery.
- Describe the basic clay bodies (earthenware, porcelain, stoneware)
- Identify the work of several outstanding ceramic artists and/or potters of the twentieth century.
- Produce such art work as, i.e., a ceramic piece created by assembling ready-made forms or parts of forms or several ceramic pieces that demonstrate an emphasis on organic form, geometric form, and/or a repeated design unit.
- Conceptualize three-dimensional form with sketches in pencil or clay.
- Demonstrate the use of the potter's wheel by throwing a bowl and a cylinder.
- Demonstrate a basic knowledge of kiln operation by successfully stacking and firing.
- Demonstrate the use of a basic vocabulary in ceramics.
- Demonstrate the safe use of ceramic tools, materials, and equipment.
- Assume responsibility for the storage of tools and materials and for the maintenance of shared work stations.

Commercial Art

This course is designed as an exploration of the fundamental skills required for the design and production of advertising and promotional art. Emphasis will be placed on the creative processes prior to finished art work; i.e., sketches, client presentations, and revisions. This class will include instruction in basic drawing and compositional skills, graphic design techniques, lettering, and layout.

Upon completion of the Commercial Art course, the student should be able to:

- Identify and describe aspects of visual communication in everyday life.
- Demonstrate basic drawing and composition skills related to visual communication.
- Demonstrate basic graphic design techniques and processes such as lettering and layout.
- Demonstrate graphic design skills through the production of signs or displays.
- Demonstrate some of the styles, processes, and techniques of the commercial illustrator.

Creative Crafts

Crafts is a course for students interested in exploring the design possibilities of various materials with emphasis on good design and quality workmanship. The student will develop the ability to execute design through the use of appropriate tools, materials, and techniques of the craft. Creative crafts is a studio activity which might include batik, macrame, weaving, mosaic, soft sculpture, copper enameling, stained glass, and textile design. Students will create all of their own designs. No patterns will be used.

Upon completion of the Creative Crafts course, the student should be able to:

- Describe the differences between handcrafted and mass-produced objects.
- Compare the crafts of one culture with those of another.
- Research and report findings on the history of a particular craft.
- Modify the form of an object to improve its aesthetic quality or functional character.
- Demonstrate the ability to create a craft object that is personally expressive.
- Demonstrate the safe use of craft tools and materials.
- Choose and maintain appropriate tools and equipment for making craft products.

Drawing

This course is for the student who wants to further explore drawing as a means of self-expression. It includes skill development in drawing media, techniques, and styles. Students have the opportunity to explore two- and three-dimensional aspects of drawing and to develop personal expression.

Upon completion of the Drawing course, the student should be able to:

- Name the artists whose drawings are representative of several significant movements.
- Identify ways in which drawing is utilized in the commercial, industrial, and scientific worlds.
- Discuss the significance or relationship of drawing and design to other art forms.
- Demonstrate several widely recognized drawing techniques such as contour and gesture.
- Use several drawing mediums effectively.
- Identify a variety of drawing tools and materials.
- Demonstrate the proper care and storage of drawing tools and materials.
- Demonstrate techniques for the preservation and presentation of drawings.

Painting

This course is designed for the student who wishes to further develop skills in one or more painting media. These may include oils, acrylics, watercolor, or tempera. The student will receive instruction in the techniques and history of various painting styles. Projects and exercises will be designed to help each student in developing the skills and understanding necessary for personal expression. Emphasis will be placed on color theory, painting techniques, and other skills appropriate to the medium.

Upon completion of the Painting course, the student should be able to:

- Describe a painting in terms of its structural elements and the techniques employed.
- Produce paintings in a personal style.
- Demonstrate the use of a basic painting vocabulary.
- Demonstrate some techniques used in styles other than his/her own.
- Name painters who are representative of the major styles or periods of painting.
- Identify selected paintings by the movements with which they are associated.
- Demonstrate finishing and framing techniques for paintings.

Photography

This course includes an introduction to the camera and basic darkroom techniques: exposing, developing, and enlarging film; composition; cropping; use of filters; multiple printing and exposure; and dry mounting.

Upon completion of the Photography course, the student should be able to:

- Demonstrate the use of photographic tools and equipment.
- Process black and white photographic prints.
- Produce a photographic essay using prints or slides.
- Identify photos that are characteristic of major styles.
- Demonstrate the making of a photogram.

- Distinguish between various photographic papers.
- Demonstrate a method for the storage of photographs.
- Demonstrate techniques for mixing chemicals in photography.

Printmaking

The printmaking class offers students opportunities to apply the fundamentals of art to various printmaking processes including relief (linoleum and wood cuts), stencil (paper and silkscreen), lithography, intaglio (etching and engraving), and collagraphic printing. Students gain a knowledge of materials and equipment unique to the printmaking lab.

Upon completion of the Printmaking course, the student should be able to:

- Produce multi-colored woodcuts, serigraphs, and/or lithographs.
- Produce a dry-point etching, a wood engraving, or a line engraving.
- Demonstrate photo-serigraphy processes.
- Identify a collagraph and a photo-montage.
- Distinguish between planographic, relief, and intaglio printing methods.
- Demonstrate a method for numbering and recording an edition of prints.
- Demonstrate techniques for mixing inks or paint for printing.
- Demonstrate the use of printmaking tools and equipment.

Sculpture

The sculpture course offers students an opportunity to demonstrate their interest in art through three-dimensional forms. Students will acquire a broad knowledge of basic sculpting techniques. Exercises will develop the student's perception of form and space.

Upon completion of the Sculpture course, the student should be able to:

- Demonstrate the interrelationship of surface treatment to the total apparent form of a sculpture.
- Demonstrate additive and subtractive methods of forming a sculpture piece.
- Identify the work of several outstanding sculptors.
- Produce such art work as: a sculpture representing a human form or condition; a sculpture piece created by assembling ready-made forms or parts of forms; several sculpture pieces that demonstrate an emphasis on organic form, geometric form, and/or a repeated design unit.
- Conceptualize three-dimensional form with sketches in pencil or clay.
- Describe the process of casting and using a two-piece mold or a press mold.
- Demonstrate the use of a basic vocabulary in sculpture.
- Demonstrate the safe use of sculpture tools, materials, and equipment.
- Assume responsibility for the storage of tools and materials and for the maintenance of shared work stations.

In addition, the student will have acquired some foundation for being able to:

- Demonstrate an appreciation for sculptured form as produced by the contemporary artist and by major contributing cultures of the past by responding to printed statements and reproductions.
- Compare selected pieces of sculptured products in terms of function and expressive quality.

Survey of World Art

Survey of World Art is for those students who wish a broad introduction to the world of art with or without exploratory work in the studio. The course includes a brief overview of the major styles and periods of world art facilitated by slides, films, and reproductions. Emphasis will be placed on understanding and relating the artworks to the environment and time in which they were created. References may be made to music, drama, poetry, and history.

Upon completion of the Survey of World Art course, the student should be able to:

- Compare selected works of art with other art forms of the same period.
- Describe the conceptual and intuitive modes of investigation commonly employed by the artist.
- Identify architectural or craft styles that are representative of particular periods.
- Identify, by naming the artist, several art works of significant art periods.
- Identify several artists who are representative of the major movements in American art.
- Demonstrate the use of a basic vocabulary for art history and criticism.
- Identify the media and processes employed in significant works of art.
- Describe the functions of art museums and galleries.

Video Arts

This course provides students with a comprehensive Video Arts program. Students learn control of the video camera, the functions of the video cassette recorder, and microphone and sound source applications. They apply the visual and aural elements of design to video production and write and produce a variety of video program types. The Video Arts program places emphasis on three areas: video technology, the arts, and career readiness and information.

Upon completion of a Video Arts course and in the area of video technology, a student should be able to:

- Master the control of a video camera, including all of its functions, the use of camera angles, shots and movements, safety precautions, and coordination with a tripod and NCR.
- Master the video cassette recorder functions, including editing and audio dubbing.

- Demonstrate familiarity with microphone and sound source applications in video programming.
- Apply lighting arrangements to video design problems.
- Coordinate and master the steps and factors of video production, including the concept, attitude, and physical requirements of the production process.
- Organize and write a storyboard or script.
- Organize and follow all of the planning, organization, production, editing, and critique/evaluation steps of video programming.
- Organize and produce a variety of video program types, including documentary reports, interviews, sequence imagery, dramatic production, simple animation, arts productions, and forms of instructional or news programs.

Upon completion of a Video Arts course and in the area of the arts, a student should be able to:

- Demonstrate familiarity with various forms of the Arts, especially the visual arts, drama, music, dance, and literature.
- Recognize and apply the visual elements of video design, including the effects of line, shape, texture, pattern, color (in its pigment and energy forms), and space and form.
- Use principles of visual and sound design to affectively organize a video production.
- Apply design skills to a variety of video taping problems.
- Recognize and apply the aural elements of video design including volume, pitch, intensity, and quality.
- Demonstrate aesthetic judgments related to program shots, transitions, and sequences.

Upon completion of a Video Arts course and in the area of career readiness and information, a student should be able to:

- Relate the video medium to other Arts media.
- Organize work schedules, jobs, and materials in relation to his or her resources.
- Demonstrate an improved capacity for relating technological art and design, and social skills to each other and to occupations in our society.
- Show greater awareness of the television industry; its requirements, procedures, opportunities, and limitations.
- Demonstrate concepts that are related to the world of work, especially as they apply to arts related careers.

SCHEDULING GUIDELINES

SCHEDULING GUIDELINES FOR ELEMENTARY SCHOOL VISUAL ART PROGRAMS

Classes should be scheduled to allow sufficient time in the class period for:

Preliminary presentation and demonstration of the lesson
Distribution of materials and supplies
Production
Collection of materials
Clean-up
Critique

Recommended time frame per class:

Grades one, two, and three ------- 40 - 45 minutes
Grades four, five, and six ------- 55 - 60 minutes

At least five minutes should be scheduled between each class.

The schedule should include time for the art specialist to serve as resource person for the kindergarten and classroom teachers, special projects, classes for gifted art students, bulletin boards, exhibits, and study trips.

The DoDDS K-6 Learning and Time Allocation Guide recommends the following weekly time allotments for art instruction:

Kindergarten ---------- 70 minutes
First through third grade ------- 80 minutes
Fourth through sixth grade ------ 90 minutes

SCHEDULING GUIDELINES FOR MIDDLE SCHOOL/JUNIOR HIGH

Given all resources, space, and staffing, the following guidelines would provide the most ideal and comprehensive art program:

SIXTH GRADE - Regularly scheduled art classes providing time for growth and creativity for a minimum of 90 minutes per week is recommended.

SEVENTH GRADE - A required exploratory course in art should be offered in the seventh grade to develop essential skills and expand art experiences. Nine-week courses are the minimum with eighteen weeks the preferred offering.

EIGHTH GRADE - An eighth grade art course should be offered for interested students designed on a semester concept but allowing expansion to full-year instruction when possible.

NINTH GRADE - Ninth grade students should be provided with a "Fundamentals of Art" course similar to that which is offered in senior high schools and providing high school credit for one semester or one full year.

SCHEDULING GUIDELINES FOR SENIOR HIGH SCHOOL

Art classes in the DoDDS high schools, grades nine through twelve, should meet for a minimum of 225 minutes per week either on a semester basis for 1/2 of a unit of credit or on a yearly basis for 1 unit of credit. The DoDDS graduation requirement of one credit in Aesthetics can be met fully by two semesters of classes in the visual arts.

As in other educational disciplines, students must progress through the arts curriculum in an appropriate sequence. Therefore, students should not be placed randomly into art classes.

EVALUATION

EVALUATION GUIDELINES FOR ADMINISTRATORS

FOR THE DoDDS VISUAL ARTS PROGRAM

Below is a suggested art program assessment form:

	YES	NO
1. Are the DoDDS art objectives, scope and sequence, the Visual Arts Program Guidelines, and the adopted materials used in this program?		
2. Do the students in this program receive the minimum DoDDS recommended time allowed for art instruction appropriate to grade level?		
3. Does the overall art program plan for the year include all of the following: painting, drawing, design, printmaking, collage, three-dimensional work, AV media, art appreciation, creative crafts? (Grades K-8)		
4. Does the overall art program fulfill the DoDDS secondary art course descriptions? (Grades 9-12)		
5. Does the teacher avoid the use of color-ins, patterns, dittos, and similar devices for specific end-products?		
6. Are the students provided group and individual critique experiences at the end of each art lesson, where applicable?		
7. Are the students' artworks displayed in the classroom and throughout the school?		
8. Are community resources being utilized in the program of art instruction: i.e., art study trips, visiting artists, galleries, exhibits, museums, etc.?		
9. Does this program include instruction for special needs students?		
10. Are attitudes and learning expectancies positive in this program?		
11. Are parents kept informed of students' progress and needs?		

SUGGESTED GUIDELINES FOR EVALUATING ELEMENTARY ART STUDENTS

The teacher should keep in mind that elementary art is essentially a process-oriented program.

The following are recommended questions which can be considered when preparing progress reports for elementary art students:

Work Habits

	YES	NO
1. Does the student listen to the presentation?		
2. Does the student follow directions?		
3. Does the student demonstrate knowledge of the specific art process (tools, materials, vocabulary)?		
4. Does the student complete assignments?		

Growth

1. Does the student manifest imaginative/creative interpretation of the art process?		

Most research supports evaluating but not grading elementary art. However, if it is your school's policy to give letter grades to elementary art students, then report card art grade should be a combination of the art specialist's and classroom teacher's evaluations.

SUGGESTED GUIDELINES FOR EVALUATING ELEMENTARY STUDENT ARTWORK

The following are recommended questions which can be considered when evaluating elementary student artwork:

	YES	NO
1. Is the work imaginative, individualistic, and creative; not copied or traced?		
2. Is the space well-filled and effectively composed?		
3. Is the work visually interesting? For example:		
a. Is it a unified whole?		
b. Is there a recognizable center of interest?		
c. Does it encourage the viewer's eye to move around in and stay with the work?		
d. Does the work encourage the viewer to respond to it?		
4. Is the work carefully crafted?		

SUGGESTED GUIDELINES FOR EVALUATING MIDDLE SCHOOL, JUNIOR HIGH, OR SENIOR HIGH ART STUDENTS

A variety of ways can be used in the schools to evaluate secondary art students. Shown below are three different grading systems used successfully by DoDDS art teachers.

Example #1

There are 100 points that can be earned in art class. Each project is worth a certain amount of points which all together totals 100.

A = 90 - 100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

F = below 60 points

GUIDELINES FOR SUCCESS

1. Follow Instructions
2. Craftsmanship
3. Originality
4. Turn in work on time

Example #2

NINE-WEEK PERIOD

NAME	PROJECT IDENTIFICATION							FINAL GRADE
	A	B	C	D	E	F	G	
Student #1	X	*	0	X	X	X	X	C
Student #2	*	X	*	X	*	*	X	A
Student #3	X	X	*	*	X	X	X	B
Student #4	0	X	X	X	X	0	X	D
Student #5	0	X	X	0	0	X	0	F
etc.								

X = SATISFACTORY - The teacher and student must agree that the assigned work is completed satisfactorily, considering the particular student's talents, experience, and/or limitations.

* = EXCEPTIONAL - This symbol is used to indicate that the student has completed the assigned work in a manner beyond expectations.

0 = NOT COMPLETED - This symbol is used when the student has not satisfactorily completed the assigned work, even though sufficient class time has been provided.

Example #3

ART DEPARTMENT	STUDENT'S SELF EVALUATION	TEACHER'S EVALUATION
ORIGINALITY		
CRAFTSMANSHIP		
EFFORT		
TIME UTILIZATION		
QUALITY		
TOTAL		

Student's Name _____

Course _____

Grade _____

Project Description _____

PROJECT EVALUATION FORM

Upon completion of each art assignment, use the following point system to evaluate your work:

20 points = Excellent
16-19 points = Very Good
12-15 points = Average
8-11 points = Below Average
4- 7 points = Poor
0- 3 points = Very Poor

Students are requested to rate themselves according to the quality of work which they have produced in the past, as well as what they think they are capable of doing.

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SUPPLIES AND EQUIPMENT

RECOMMENDED ART SUPPLIES FOR THE CLASSROOM TEACHER, ELEMENTARY (GRADES K-6)

Basic materials used in elementary school activities vary slightly from one grade to the next. Children should be exposed to several different media so as to become familiar with the way each can be handled.

Below is a list of materials basic to the fundamental development of drawing, painting, and three dimensional skills.

SUPPLIES

Brushes

- Easel 5/8"
- 1" flat semi-stiff, 10" handle
- Watercolor No. 7, No. 11 camel hair
- Optional assorted 3/4", 1", and 2" flat brushes

Chalk

- Colored chalk
- Chalk pastels

Charcoal

- Pencils
- Vine

Clay

- Firing (if kiln available)
- Oil based modeling clay.

Paint

- Fingerpaint
- Liquid tempera
- Watercolors

Scissors

- For right-handed and left-handed students

Rulers

Easel

- For self directed art work

Eraser

- Art gum hard erasers

Glazes

- Non-lead, red, green, blue, yellow
- Underglaze, assorted cake
- Transparent gloss, non-lead

Pencils

- #2H, #2B, #5B (assorted)

Ink

- Black (washable)
- India

Pens

- Penpoints #5 and holders
- Felt tips, assorted colors

Glue

- White
- Wheat paste

Crayons

- 8 or 16 colors
- Jumbo size, 8 color

Printing Supplies and Materials

- Blockprinting ink, water base, assorted colors
- Brayers, hard rubber or foam
- Linoleum, 1/8" battleship
- Cutting tools

Paper

- Construction paper, assorted colors, 9 x 12, 18 x 24, 12 x 18
- Drawing paper, white, 24 x 26
- Finger paint paper, 16 x 22, 12 x 18
- Newsprint, 12 x 18, 18 x 24
- Manila drawing paper, 18 x 24
- Matting board, 24 x 26
- Poster board, white, 24 x 26
- Poster paper, assorted colors
- Tissue paper, assorted colors
- Butcher paper, white

SPECIAL PROJECT SUPPLIES

Other materials will be needed for special projects such as:

- wood scratch tools
  - wood scraps
  - hand tools
  - scratchboard tools
- sandpaper
- foil
- yarn
- burlap
- water jars
- cans
- scrap material
- grocery sacks
- sponge brushes
- sponges, small
- large sponges for clean-up work
- cutting board
- X-Acto knives
- wax
- dye for batik
- rolls of colored paper
- newspapers
- saran wrap
- magazines
- wire
- plastic markers
- corrugated cardboard
- wooden blocks
- polymer liquid (medium gloss for sealing)
- string
- pipe cleaners

RECOMMENDED ART SUPPLIES AND EQUIPMENT FOR THE ELEMENTARY AND MIDDLE SCHOOL ART TEACHER

Brushes

- Basic utility camel hair brush, round #7
- Felt stiff bristle, 1/2"
- Basic utility camel hair, long handle, round #10
- Varnish, 1"

Chalk

- Colored, standard size, 16 colors
- Colored, 1", assorted colors

Crayons

- Wax, standard size, 8 or 16 colors
- Wax, jumbo size, 8 colors
- Craypas (oil pastels)

Fabric Design Materials and Equipment

- Burlap
- Felt, assorted colors
- Large-eye needles
- Textile dyes
- Wax for batik
- Cotton or acrylic rug yarn
- Various stitchery yarns

Modeling Materials and Equipment

- Clay container, covered galvanized can, plastic container, or earthenware crock
- Pottery clay
- Glaze, assorted colors
- Heavy plastic bags for storing unfinished clay pieces
- Modeling tools
- Molding plaster
- Rolling pin
- Sponges

Paints

- Liquid or dry tempera, assorted colors
- Fingerpaint
- Watercolors

Paper

- Bogus, gray 18" x 24"
- Butcher paper, white 36" width
- Construction, 12" x 18", assorted colors
- Fadeless all-purpose, assorted colors
- Manila, 12" x 18", 18" x 24"
- Mounting board, both white and colored, 22" x 28"
- Newsprint, 12" x 18", 18" x 24"
- Tissue, various colors
- Tagboard, 18" x 24"

Paste and Adhesive

- Gummed paper tape, 2" width
- Masking tape
- School paste
- Scotch tape
- Wheat paste
- White glue
- Rubber cement

Printing Supplies and Equipment

- Blockprinting ink, water base, assorted colors
- Brayers, hard rubber or foam
- Inking slab, tile or glass
- Linoleum, 1/8" battleship
- Linoleum cutting tools, various sizes
- Small press

Equipment

- Hot plate, electric
- Iron, electric
- Kiln, electric
- Looms, two- or four-harness
- Paper cutter, 18"
- Paper holder, 36" width

General Tools

- Brace and bits
- Hammer, claw
- Rulers, 12" and 36"
- Saw, coping with blades
- Saw, cross cut, 13 pt., 20"
- Scissors, 6", 8"
- Screwdrivers
- Spoons
- Staplers, with staples
- Tin snips
- Vise

Miscellaneous

- Nails
- Newspapers
- Paper bags, assorted sizes
- Sandpaper, assorted grades
- String, cord, rope
- Tile, scraps of ceramic
- Wire, various kinds and gauges

RECOMMENDED ART SUPPLIES FOR THE JUNIOR HIGH AND SECONDARY ART TEACHER

Brushes

- Various sizes and qualities
- Varnish, 1", 2"

Chalk

- Colored, standard size, 16 colors

Charcoal

- Vine (willow)
- Compressed

Pastels

- Standard
- Oil (Craypas)

Drawing Supplies

- Pencils, assortment
- Erasers; kneaded, art gum, and pencil
- Compasses
- Boards
- T-squares

Ink

- India ink, black
- Drawing, assorted colors

Paints

- Tempera, liquid, assorted colors
- Acrylic, assorted colors
- Oils, assorted colors
- Watercolors

Paint Supplies

- Canvas
- Stretcher frames
- Canvas stretching pliers

Paper

- Drawing paper, 9" x 12", 18" x 24"
- Kraft paper, 36" width, white
- Construction, 12" x 18", 18" x 24", assorted colors
- Fadeless all-purpose, assorted colors
- Manila, 12" x 18", 18" x 24"
- Mounting board, both white and colored, 22" x 28", 24" x 36"
- Newsprint, 12" x 18", 18" x 24"
- Tracing, 12" x 18"
- Tissue, various colors
- Tagboard, 18" x 24"
- Charcoal
- Watercolor
- Scratchboard
- Rice
- Printmaking

Adhesive and Tape

- Gummed paper tape, 2" width
- Masking tape
- Scotch tape
- White glue
- Wheat paste
- Rubber cement

Printing Supplies and Equipment

- Blockprinting ink, water base, assorted colors
- Brayers, hard rubber or foam
- Inking slab
- Linoleum, 1/8" battleship
- Linoleum cutting tools, various sizes

Woodblock Printing

- Carving set, 6 gauges

Etching Supplies

Lithography Supplies

Silkscreen Supplies

- Lacquer film
- Adhering fluid
- Stencil knives
- Squeegee
- Printing ink
- Lacquer thinner

Mosaic Supplies

Stained Glass Supplies

Enameling Supplies

Jewelry Tools and Supplies

Metal Tooling Supplies

Fabric Design Materials and Equipment

- Burlap
- Felt, assorted colors
- Large-eye needles
- Textile dyes
- Wax, for batik
- Cotton of acrylic rug yarn
- Various stitchery yarns
- Weaving yarn

Modeling Materials and Equipment

- Pottery clay
- Glaze, assorted colors
- Heavy plastic bags for storing unfinished clay pieces
- Modeling tools
- Molding plaster
- Rolling pin
- Sponges

Sculpture Tools and Materials

- Tools for stone, wood, and plaster
- Sculpture material (stone, wood, plaster)
- Pariscraft

Photography

- Enlarging paper
- Developer, film
- Developer concentrate
- Fixer
- Acetic acid
- Indicator stop bath
- DEKTOL
- Microdol X

Photography (continued)

- Film
- Darkroom trays
- Easel, adjustable darkroom
- Thermometer, dial
- Safelight, darkroom
- Developing tanks
- Tongs, stainless steel
- Film clips
- Dodging set, enlarger
- Apron, darkroom
- Funnel
- Plastic bottles, gallon, brown

General Tools

- Brace and bits
- Pliers
- Hammer, claw
- Rulers, 18" and 36"
- Saw, coping with blades
- Saw, cross cut
- Scissors, 6", 8"
- Screwdrivers
- Knife, utility and X-Acto
- Staplers, with staples
- Tin snips
- Glue gun
- Bench vise

Cleansers and Solvents

- Alcohol, denatured
- Turpentine
- Spirits
- Shellac thinner

RECOMMENDED FURNITURE AND EQUIPMENT FOR THE MIDDLE SCHOOL, JUNIOR HIGH, AND SECONDARY ART ROOM

All-purpose art tables
Portable drying rack
Tote tray storage cabinet
Wall bench unit
Flat file cabinet
Drawing board storage cabinet w/tote trays
Paper cutter, table model w/base
Paper cutter, 30" x 30"
All-purpose work cart
Peacock two-harness loom
* Folding floor loom, 4-harness
Workbench with 12 lockers, w/vise
Display/exhibit system, w/feet
Damp and dry work unit for ceramics
Drying cabinet, 7 ft. high
Clay hand extruder
Wedging stand
Potter's wheel(s), electric and/or kick
* Pug mill
* Slab roller
Clay container, for moist clay
Mat cutter
Art craft center, double-sided
Metal cabinet
Student stools, adjustable
Art press, for lino block, etc.
* Etching press
Roll-paper rack
Ceramic kilns
Electric hot plate
Electric irons
Portable sewing machine
Copper enameling kiln
Sinks, with clay trap
Sinks, with hot and cold water
* Spray booth
Silkscreen frames
* Air brush w/compressor
* Centrifugal jewelry casting machine
Table easels
* Standing easels
Filmstrip/cassette projector
Slide projector
Drafting table
Light box
Lockable display case

* Recommended for high schools only

Recommended Furniture and Equipment (continued)

Mitre box and saw
First aid kit
Scroll saw
Electric drill
* Soldering equipment
* Jeweler's bench
Stepladder
* Camera, 35mm, single lens reflex
* 28mm f/2.8 wide angle lens
* 135mm f/2.8 telephoto lens
* Flash, electronic
Enlarger, negative capacity up to 2 1/4" x 2 1/4"
50mm lens kit with 35mm carrier
Enlarger/darkroom timer
Print washer
Print dryer
Paper safe
Trimmer w/guide and safety lock

* Recommended for high schools only

FACILITIES AND SAFETY GUIDELINES

SPACE CRITERIA FOR PLANNING ART FACILITIES

The planning and programming of school facilities shall be based on a justified need for the facility to meet the needs of the projected enrollment and shall be directly related to the facility. Therefore, prior to initiating programming action for a new facility or an addition to or major renovation of an existing facility, appropriate educational specifications shall be developed for the planned facility. These specifications shall reflect the requirements of the program and the required space to meet the program needs. The space requirements given below are to be used as a guide for planning purposes.

Elementary Art

	Square feet
General activity area	850 - 950
Wet area	150 - 200
Storage room	150 - 200

Secondary Art

	Square Feet
General activity area	900 - 1000
Wet area	150 - 200
Storage room (1 general activity area)	150 - 200
Storage room (2 general activity areas)	250 - 300
Dark room	100 - 150
Graphics area	150 - 200

ART FACILITY - ELEMENTARY SCHOOL

This general all-purpose art studio is designed for instructing middle school and elementary art education. Art activities covered in the art room are drawing, painting, printmaking, ceramics, sculpture, batik, jewelry, wood and paper construction, weaving, stitchery, art appreciation, and display.

Instructional Area

Acoustical tile ceiling

Walls are painted; back-splash zones are washable.

Floor tile must be stain- and acid-resistant.

Windows are standard; normal light control is by venetian blinds; when blinds are down, the room must be dark enough for AV projections.

Doors are standard.

Built-in furnishings as indicated on the concept sketch are as follows:

a. Trifacial sink center in instructional area; stainless steel with clay trap.

b. Stainless steel wall sink center with clay trap in ceramic area.

c. All built-in counter cabinets must have stain and acid-resistant tops.

d. Wall-mounted double electrical outlets on 8' centers.

e. Chalkboard

f. A large expanse of bulletin board for displaying student work; a Plexiglass case for displaying three-dimensional projects.

g. Track lighting above display areas.

Master safety switches should be located in easily accessible areas.

Kiln Room

Electrical requirements include provisions for two kilns (220V, single phase, 30 amp line; some facilities may require 380V, 16 or 32 amp lines).

Install one wall-mounted double electrical outlet on wall.

Exhaust fan for heat build-up and fumes is required.

Metal storage cabinets for storing kiln shelves, shelf supports, stilts, kiln wash, etc.

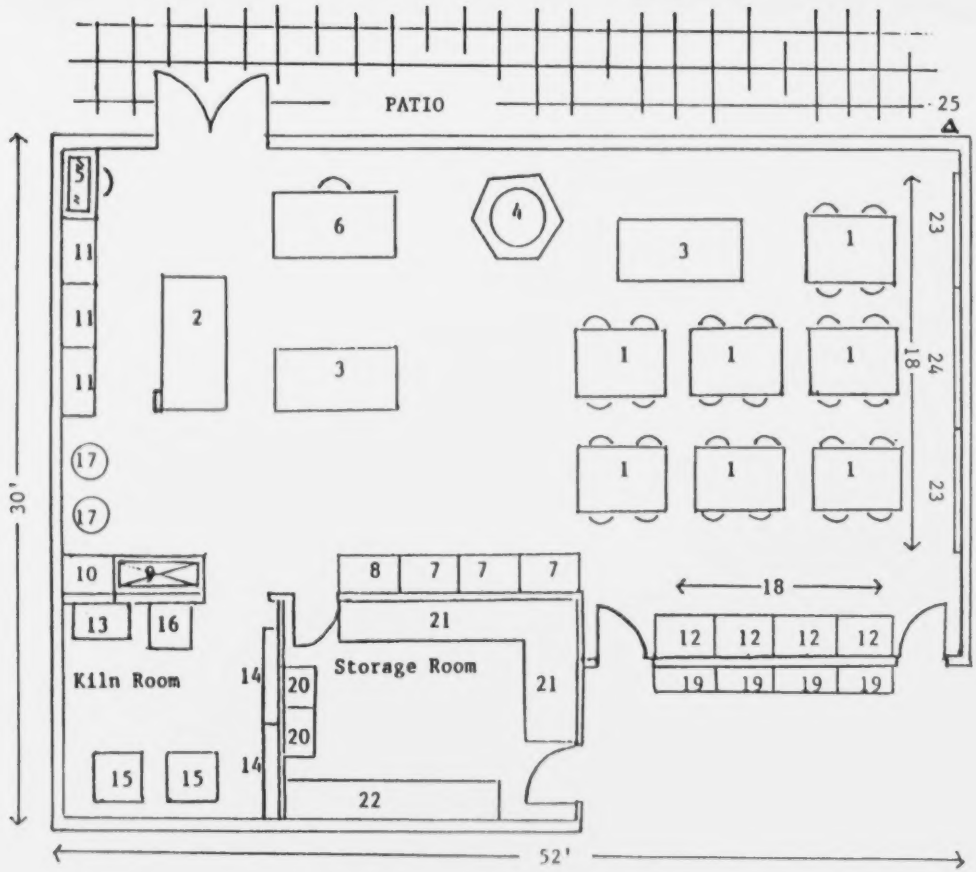
Provide adjustable metal shelves for ceramics storage.

Drying cabinets

Storage Room

Storage room must have lockable door for security.

Shelving constructed will need to hold much weight; the shelf depth should be 24" and each section should be a minimum of 40" long; leave 18" between shelves.



ALL-PURPOSE ELEMENTARY ART ROOM CONCEPT SKETCH

1 - Work Table
2 - Craft Bench
3 - Project Bench
4 - Trifacial Sink Center
5 - Light Table
6 - Instructor's Desk
7 - Tote Tray Cabinet
8 - Instructor's Cabinet
9 - Wall Sink
10 - Wedging Station
11 - Double Door Cabinet
12 - Print Drying Racks
13 - Damp Cabinet
14 - Metal Shelving
15 - Kiln
16 - Quench Sink
17 - Potter's Wheel
18 - Track Light
19 - Display Cabinet
20 - Stackables, 42"L, 31"W, 21"H, with 5 shelves
21 - Shelving, 24"deep, 18" between shelves
22 - Shelving, 16"deep, 18" between shelves
23 - Corkboard
24 - Chalkboard
25 - Water Spigot (lockable)

ART FACILITY - MIDDLE SCHOOL, JUNIOR HIGH SCHOOL, SENIOR HIGH SCHOOL VISUAL ARTS PROGRAM

These all-purpose art studios are suitable for secondary, junior high school, and middle school art programs. The art facility is a workroom and a laboratory. Art activities covered in the art room are drawing, painting, printmaking, ceramics, sculpture, batik, photography, jewelry, wood and paper construction, weaving, stitchery, art appreciation, and display.

Instructional Area

Acoustical tile ceiling

Walls are painted; back-splash zones are washable.

Floor tile must be stain and acid resistant.

Windows are standard; normal light control is by venetian blinds; when blinds are down, the room must be dark enough for AV projections.

Doors are standard; a double door opens onto an outside patio.

Water spigot is required on the patio.

Weather-proof outside electrical outlets should be provided on the patio.

Built-in furnishings as indicated on the concept sketch are as follows:

a. Stainless steel sink in instructional area with clay trap.

b. Wall stainless sink with clay trap in ceramic area.

c. All built-in counter cabinets must be 800mm or 34-3/4" high with acid resistant tops.

d. Wall-mounted overhead cupboard above cabinets on one wall.

e. Wall-mounted double electrical outlets on eight-foot centers.

f. Additional electrical outlets for potters wheels.

Kiln Room

Electrical requirements include provisions for two kilns (220V, single phase, 30 amp line; some kilns may require 380V, 16-32 amp lines).

Install two wall-mounted double electrical outlets on walls.

Exhaust fan for heat build-up is required, as well as air vents in the double doors or walls.

Metal storage cabinets for storing kiln shelves, shelf supports, stilts, kiln wash, etc.

Provide adjustable metal shelves for ceramics storage.

Drying cabinets.

Photography Room

Requires minimum of 340 square feet.

Developing sink to be stainless steel or molded structural polyester with all corners coved; hot and cold water.

Drain piping in the darkroom must be acid resistant.

Darkroom needs double light-safe door.

Exhaust fan for ventilation required.

Built-in counter cabinet, 800mm or 34-3/4" high with wall-mounted overhead cupboard; all counter tops must be acid resistant.

Enlarger booths with electrical outlets.

Strip of plug mounted outlets above counter cabinets.

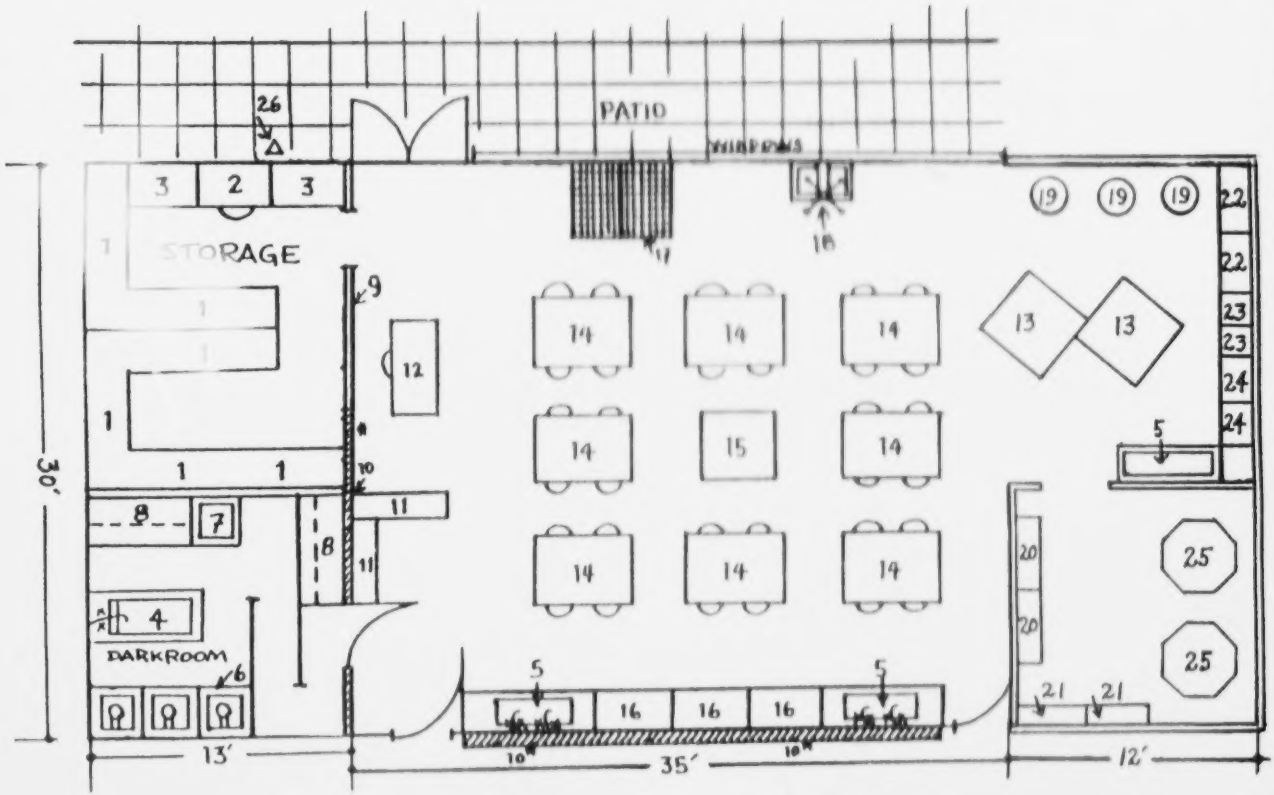
Darkroom light required.

Storage Room

Storage room must have a lockable door.

The storage space required for an art studio must be very well planned and constructed. It will require extra large and deep storage for paper sheets and poster boards; extra security for jewelry parts; small drawers for brushes, paints, beads; ventilated storage and shelves for ceramics and photography; student work-in- progress for pottery, drawings, sculpture, weaving, etc. Heavy-duty materials must be used since the shelves will need to support a considerable amount of weight.

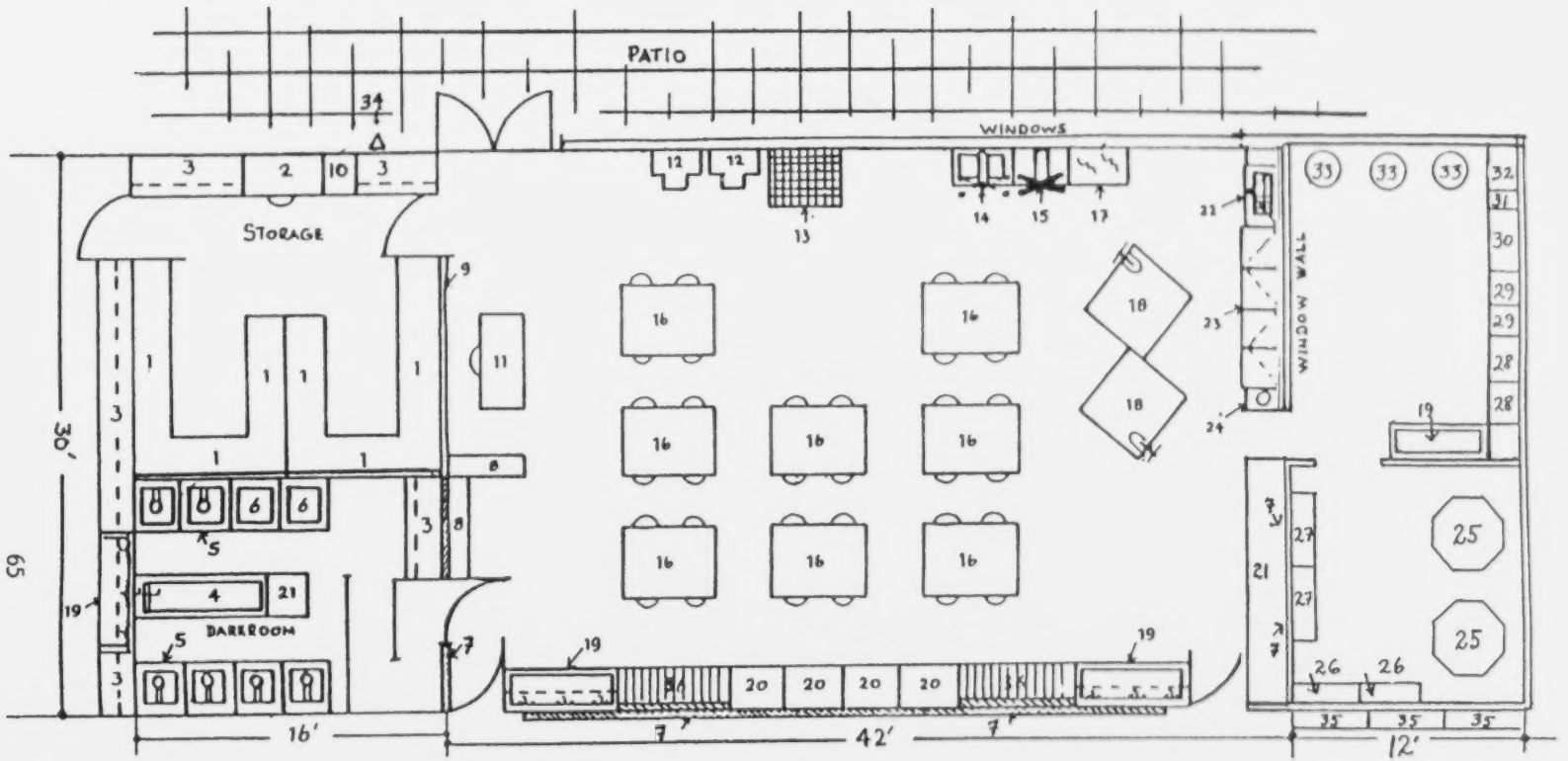
If items are to be stored in storage room, planning must include mobile transports to move the materials and work-in-progress from the storage room to the studio and back. Mobile transports must be allotted storage space in both the store room and the studio.



ALL-PURPOSE MIDDLE SCHOOL/JUNIOR HIGH ART ROOM
CONCEPT SKETCH

KEY

1 - UTILITY SHELVING 24" DEEP
2 - WORK TABLE
3 - STORAGE CABINETS
4 - WET PROCESSING PHOTOGRAPHIC DEVELOPING CENTER
5 - WALL SINK WITH CLAY TRAP
6 - ENLARGER BOOTH
7 - PRINT DRYING RACK
8 - UPPER AND LOWER CABINET
9 - CHALKBOARD
10 - CORKBOARD FOR DISPLAY
11 - BOOKCASE
12 - TEACHER'S DESK
13 - CRAFT TABLE
14 - STUDENT TABLES
15 - CRAFT PROJECT BENCH
16 - TOTE TRAY CABINET
17 - PORTABLE DRYING RACK
18 - LINO PRINTING PRESS
19 - ELECTRIC POTTER'S WHEEL
20 - DAMP CABINET
21 - MEDAL SHELVING
22 - DRY CABINET
23 - CLAY BIN
24 - WEDGING TABLE
25 - CERAMIC KILN
26 - WATER SPIGOT (LOCKABLE)



ALL-PURPOSE HIGH SCHOOL ART STUDIO
CONCEPT SKETCH

KEY

1 - UTILITY SHELVING 24" DEEP
2 - WORK TABLE
3 - UPPER AND LOWER CABINETS
4 - WET PROCESSING PHOTOGRAPHIC DEVELOPING CENTER
5 - ENLARGER BOOTH
6 - PRINT DRYING RACKS
7 - CORKBOARD FOR DISPLAY
8 - BOOKCASE
9 - CHALKBOARD
10 - INSTRUCTOR'S CASE
11 - TEACHER'S DESK
12 - LOOM
13 - PORTABLE DRYING RACK
14 - LINO PRINTING PRESS
15 - LITHO PRESS
16 - STUDENT TABLES 60" x 42"
17 - LIGHT TABLE
18 - CRAFT PROJECT BENCH
19 - WALL SINK CENTER WITH CLAY TRAP
20 - TOTE TRAY CABINETS
21 - BASE CABINETS
22 - WELDING STATION
23 - JEWELRY STATION
24 - CENTRIFUGAL CASTER
25 - KILN
26 - METAL SHELVING
27 - DRY CABINET
28 - WEDGING TABLE
29 - CLAY BIN
30 - DAMP CABINET
31 - SPRAY BOOTH
32 - GLAZING BOOTH
33 - POTTER'S WHEEL
34 - WATER SPIGOT
35 - DISPLAY CASE
36 - STACKABLE VERTICAL 2D STORAGE

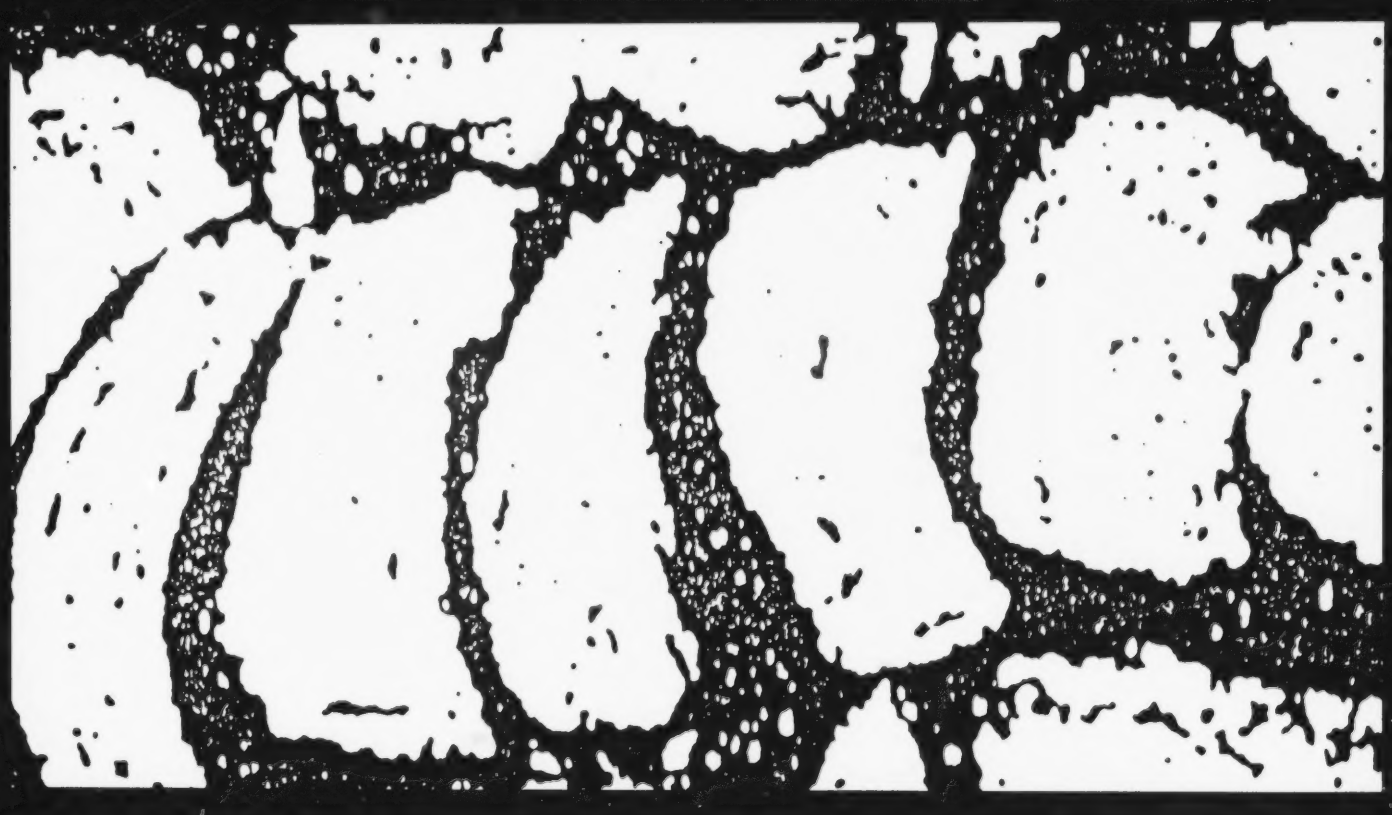
SAFETY GUIDELINES FOR ART

Safety is everyone's responsibility. Following is a list that applies to all art education programs:

- Appropriate fire extinguishers should be located in all art rooms.
- Combustible or corrosive materials should be stored in a metal, lockable, fireproof cabinet. Adhere to the local regulations on the storage of these materials.
- Personal protection for teachers and students such as safety eye glasses, safety covers, dust masks, aprons, etc., should be provided.
- The art curriculum must include safety instructions for students.
- Safety signs should be posted in all potentially dangerous areas.
- Kiln should be placed in separate location from art classroom, properly ventilated, with 18" space surrounding.
- Exhaust fan box for sprays, vented to outside should be installed.
- Fireproof waste containers with lids should be provided.
- Fireproof storage for combustible rags, etc., must be available.
- A book/manual listing safety hazards and procedures should be kept in the art room.
- Adequate windows, ventilation, a cross-ventilation system is desired to draw vapors out of room as opposed to just an open window.

For additional information on safety, see the Art Safety Guidelines published by the National Art Education Association, the local school's safety guidelines, or such publications as Artist Beware (McCann, M.) and OSHA (Occupational Safety Hazard Association).

PERIODICALS AND ART ORGANIZATIONS



PERIODICALS

Continued professional growth should be the aim of every art educator. Keeping abreast of new developments in the field of art education requires time and effort, but the rewards make the effort worthwhile. Art teachers should make every effort to read professional periodicals in their field.

Following is a list of several art periodicals:

AMERICAN CRAFT
American Crafts Council
22 West 55th St.
New York, NY 10019

ARTS AND ACTIVITIES
591 Camino de la Reina
Suite 200
San Diego, CA 92108

ART IN AMERICA, INC.
542 Pacific Avenue
Marion, OH 43306

ART NEWS
P.O. Box 969
Farmingdale, NY 11737

CERAMICS MONTHLY
Professional Publns., Inc.
P.O. Box 12448
Columbus, OH 43212

CREATIVE CRAFTS
Carstens Publications, Inc.
P.O. Box 700
Newton, NJ 07860

DESIGN FOR ARTS IN EDUCATION
Heldref Publication
4000 Albemarle St., N.W.
Washington, DC 20016

EXPOSURE
Society for Photographic Education
P.O. Box 1651
F.D.R. Post Office
New York, NY 10150

FIBERART
50 College St.
Asheville, NC 28801

MODERN PHOTOGRAPHY
825 Seventh Ave.
New York, NY 10019

POPULAR PHOTOGRAPHY
One Park Ave.
New York, NY 10016

SCHOOL ARTS
Davis Publications, Inc.
50 Portland St.
Worchester, MA 01608

ART ORGANIZATIONS

Opportunities for the art teacher to profit from and gain stature in the art profession are many. Art educators are encouraged to belong to regional, national, and international professional organizations.

Professional membership alone will not result in achieving professional stature. Keeping abreast of what is new in education will result from systematic reading of professional publications; attending meetings; and actively participating in discussions, programs, and workshops.

Following is a list of some professional art organizations:

Alliance for Arts Education
John F. Kennedy Center for the Performing Arts
Washington, D.C. 20566

American Art Therapy Association
11800 Sunrise Valley Dr.
Suite 808
Reston, VA 22091

American Council for the Arts
570 7th Avenue
New York, NY 10018

International Society for Education
Through Art (INSEA)
(Current address available from NAEA)

National Art Education Association
1916 Association Drive
Reston, VA 22091

Overseas Art Education Association
(Contact your DoDDS Regional Art Coordinator
for current address)

United States Society for Education
Through Art (USSEA)
(Current address available from NAEA)

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS